

Unit 04: "Who Lives, Who Dies, Who Tells Your Story"

Content Area: **Interdisciplinary**
Course(s): **Celebrating Diversity**
Time Period: **Marking Period 4**
Length: **2-3 weeks**
Status: **Published**

Summary

An allusion to the Broadway Musical Hamilton, this unit explores and celebrates the diverse stories of less-known contributors to American society.

Standards

Priority Content Standards

Supplemental Content Standards

Interdisciplinary Connections (Standards)

Please select relevant math practice standards, science and engineering practice standards, ELA anchor standards, social studies practice standards. (3-6 total are suggested)

Career Readiness, Life Literacies, and Key Skills PRACTICES

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Standards

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations

Stage I: Desired Results

<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • examine and evaluate various perspectives of a story. • question the use of a single story and the impact of missing voices in historical events. • explore multiple points of view. • ask questions where there may be ambiguity or bias. 	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • diversity and inclusion are essential to the health of communities & systems. • multiple perspectives/inputs contribute to the resiliency and strength of a system/place. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What strengths lie in inclusion? • Who decides whose story is worth telling? • What are the lasting contributions of lesser-known figures to the culture and history of the United States?
<i>Acquisition</i>	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Lesser known historical figures who have contributed to American society. 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • asking investigative questions. • exploring ideas beyond the surface.

Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none">• Rewriting Textbooks Activity: students rewrite a textbook entry from a different perspective.• Collage of Concerns: students create visual artwork combining various images to convey diversity or social justice issues, concerns, or themes related to the central text.• Weekly Reflections: at the end of each week, students can choose one of the questions below to demonstrate their understanding of major concepts in the unit:<ul style="list-style-type: none">○ What new information did I learn this week, and how did it challenge my thinking?○ What is one idea that I would like to learn more about and why?○ What did I learn about myself this week?○ What is one belief I held that has changed, and why?	<ul style="list-style-type: none">• Independent Case Study: students will research their chosen person and write a short biographical speech from that person's perspective about their life, achievements, and contributions to society. Students will then participate in a Gallery Walk where they will present their findings.• "Your Story": students will have to write a reflection on their tri-fold project they've been perfecting over the semester. They will present their project in a gallery walk as well.

Daily Journaling/Reflections: students will use a personal journal as a means of self-reflection and tracking their personal growth throughout the course. A written record of their thoughts and feelings can help them process, prepare their thoughts for discussion or recall an experience. Journals can also be used to make note of resources, ideas or questions students are interested in pursuing further. Journals will not be reviewed or graded. Journals can be a paper notebook or a document on the computer.

Modifications

Acceleration

Stage III: Learning Plan

- Compare and Contrast historical events told from different country's perspectives ✓
- Use critical thinking to infer how the way history's shared impacts the present ✓
- Week 1A: Introduction to historiography (Discuss Hamilton and why it became a phenomenon (highlight examples of intersectionality, representation, biases, etc.)
- Week 1C: A closer look at history textbooks (Discussion of the language used in textbooks; What is missing? Whose voices are missing? Rewrite a textbook entry from a different perspective)
- Week 1D: Audre Lorde as a sample case study; Review works by Audre Lorde and biographical information
- Week 1E: Collage of Concerns
- Weeks 2-3A: Independent Case Study on a lesser-known person from history
- Weeks 2-3B: Return to Danger of a Single Story (What are the actionable steps we can take to continue to promote diversity, equity, and inclusion?)
- Weeks 2-3C: Return to "Your Story" project and write Reflections on such.
- Weeks 2-3D: Have a "Your Story" gallery walk of all students projects with questionnaire for students to complete during their walk

Modifications

Acceleration

Diversity, Equity, & Inclusion

Students study the contribution of lesser known contributors to American society.

Specific Resources for Unit

- [Disability Rights Movement](#) Article

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.